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ABSTRACT

The California Community Colleges (CCC) has implemented a prototype model for determining student transfer readiness as a primary means of assessing community college transfer effectiveness. This report provides definitions of transfer readiness and guidelines for colleges participating in the CCC transfer readiness study. First, a memorandum from the CCC Chancellor's Office is presented introducing the transfer readiness pilot study and providing a list of 19 participating colleges, with institutional contacts. Next, transfer readiness is defined as the number of students who complete transfer eligibility requirements divided by the number of transfer-directed students in a given time frame and a rationale for studying transfer readiness is presented, suggesting that it measures institutional effectiveness rather than intersegmental effectiveness measured by the transfer rate. The next section highlights the problem of including students with no intentions of transferring to four-year colleges in the traditional transfer rate and provides recommendations for implementing the transfer readiness measure and a completed transfer readiness pilot study worksheet for the fall 1991 cohort. A memorandum from the American River College, a pilot study participant, describing procedures for calculating the transfer ready values, reviewing steps for processing data, and including sample transfer ready worksheets, is appended. (TGI)

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Transfer Readiness Pilot Study

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CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CA 95814
(916) 445-8752

February 8, 1996

MEMORANDUM

TO: Chief Student Services Officers

FROM: Thelma Scott-Skillman, Vice Chancellor
Student Services and Special Programs

RE: Transfer Readiness/Pilot Study

SYNOPSIS: To follow up on my January 8 memorandum to you, and due to an overwhelming response to our invitation to participate in the Transfer Readiness Pilot Study, I am writing to you to thank you for your interest, and to let you know that the pilot has been limited to twenty colleges in order to allow maximum efficiency in the processing and analyzing of data by American River College and the Chancellor's Office.

While we cannot accommodate everyone in the initial pilot phase of the study, Dick Rasor, the Director of Research at American River College, is in the process of mailing out computer instructions on how to set up the transfer readiness model to all RP Group member colleges (letter attached). If you are not an RP Group member but would like a copy of the instructions, please contact Dr. Rasor. We will keep you apprised of the status of the pilot and when we might be in a position to expand participation.

CONTACT: Again, thank you for your interest. If you have questions regarding transfer readiness or the pilot project, please contact Kathleen Nelson, Coordinator, Transfer and Articulation at (916) 322-5617; e-mail: knelson@cc1.cccco.edu.

cc Chief Instructional Officers
Directors of Research
Transfer Center Directors
Carole Mckenzie
Dick Rasor
Jim Barr
Kaylene Hallberg
Kathleen Nelson

Colleges Participating in Phase II

College	Contact	Phone
Alan Hancock	Mr. Herb Elliot	(805) 922-6966
American River	Dr. Dick Rasor Mr. Jim Barr	(916) 484-8166 (916) 484-8846
Cerritos CCD	Mr. Jim Fillpot	(310) 860-2451
Chabot	Dr. Carolyn Arnold	((510) 786-6965
Coast Community College District	Mr. Jorge Sanchez	(714) 432-5006
Cosumnes River	Dr. Dick Rasor Mr. Jim Barr	(916) 484-8166 (916) 484-8846
College of San Mateo	Dr. John Sewart	(415) 574-6196
Cuesta	Dr. Ross Pepper	(805) 546-3946
DeAnza	Dr. James Lucas	(408) 864-8939
Irvine Valley	Dr. Jerry Rudman	(714) 559-3387
Los Angeles Harbor	Ms. Joan Thomas-Spiegel	(310) 522-8353
Mission College	Mr. Chris Olson	((408) 748-2784
Palomar	Dr. Robert Barr	(619) 744-1150
Rancho Santiago	Ms. Julie Slark	(714) 564-6000
Sacramento City	Dr. Dick Rasor Mr. Jim Barr	(916) 484-8166 (916) 484-8846
San Bernardino	Mr. Dan Martinez	(909) 888-6511
San Joaquin Delta	Dr. John Evans	(209) 474-5019
West Los Angeles College	Mr. Leonard Isaksen	(310) 287-4375

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January 8, 1996

MEMORANDUM

TO: Chief Student Services Officers

FROM: Thelma Scott-Skillman, Vice Chancellor
Student Services and Special Programs

RE: Measuring Transfer Effectiveness: Transfer Readiness

SYNOPSIS: As you may know, the Chancellor's Office convened a task force on Transfer Readiness during 1994-95, whose work concluded in Spring, 1995. At that time the work of two colleges, Diablo Valley College and American River College, and an interest by the Research and Planning (RP) Group for California Community Colleges converged with the work of the Task Force and resulted in a joint effort to support and promote the concept of Transfer Readiness as a primary means of assessing community college transfer effectiveness.

The RP Group has since developed two papers, one outlining the Group's arguments in support of transfer readiness and the other describing the measure itself. These are attached for your information.

The Chancellor's Office, in cooperation with the RP Group, is now in the process of moving transfer readiness into an expanded pilot phase. This second phase of testing, following the initial work of American River and Diablo Valley Colleges, leaves open the possibility for further change and refinement of the formula. American River has contacted community college researchers across the state asking if they would like to join the pilot, and to date 12 colleges have indicated an interest in participating. A list of these colleges is attached. In addition, the Chancellor's Office MIS division will test the formula using MIS data. The target completion date for this phase of the project is April 1996, with a final report by June 1996.

CONTACT: If you have questions regarding transfer readiness, please contact Kathleen Nelson, Coordinator for Transfer and Articulation, at (916)322-5617; e-mail: knelson@cc1.cccco.edu. If you have an interest in joining the pilot, please call Dick Rasor, American River College Research, (916) 484-8166.

TRANSFER READINESS RATE - A PROTOTYPE MODEL
A New Approach to Measuring the Community College Transfer Function

Community colleges are very complex institutions serving a wide range of students and needs. Because of this, an array of accountability measures is required to evaluate institutional effectiveness. Developing and using measures as appropriate indicators require sophisticated understanding of the issues to be evaluated and the audience to be addressed, broad understanding of sound research practices and analytical procedures, and recognition of the importance of accurate data. Measures are most powerful and useful when they are consistent and reliable across institutions and time.

Transfer Rate - An Inappropriate Measure for Community Colleges Effectiveness

An RP Group policy document entitled *Transfer Readiness, A New Approach to Measuring the Community College Transfer Function* explains that the traditional method for measuring the community college transfer function, the transfer rate, simply is not the best way to determine community college institutional effectiveness regarding transfer. The main concept of the transfer rate is that the number of students actually transferring is divided by some pool of potential transfer students. Since a common practice in computing transfer rates has been to simply divide the number of transfers by the college's *total* enrollment (T/E), this means that the total enrollment contains a large number of students who are not planning to transfer. The result is to produce artificially low transfer rates which have been used to criticize the effectiveness and efficiency of community colleges. There are a number of other ways of defining the transfer pool and the resulting rates are quite disparate. There is little agreement on the measure, which has been debated for years. Nevertheless, the transfer rate is an appropriate measure of intersegmental effectiveness because students transferring from a community college to a four year university (California State University, University of California, private institutions) is an intersegmental transaction, a joint responsibility.

Transfer Readiness Rate - A New Appropriate Measure

The Transfer Readiness Rate, on the other hand, is a very appropriate measure of community college institutional effectiveness because it directly measures one of the primary goals of the community college - *to prepare* students for transfer. Transfer preparation is the clear and sole responsibility of the community college and its students and is not shared with the other segments of higher education.

The main concept of the Transfer Readiness Rate is that the number of students who successfully complete specified transfer eligibility requirements is divided by the number of all transfer-directed students of a defined cohort within a given time frame. It is a way of evaluating how

many students of a certain cohort are *prepared* by the community college to transfer to a four-year institution, how long it takes them to do so, and the cumulative quality of the academic efforts as measured by grade point averages.

Transfer Readiness Rate - A Prototype Model

During the last two years, various efforts have been made to determine a feasible and accurate definition and calculation of a transfer readiness rate. The Chancellor's Office has convened a task force to consider this fundamental change in measuring the institutional effectiveness related to the transfer mission.

Two groups of researchers* have worked both independently and collaboratively on models for calculating the transfer readiness rate. Using an entering freshman cohort of new students without any prior college units and selecting a specific duration of time (e.g., three years, four years, five years) these researchers have defined and calculated the Transfer Readiness Rate as:

$$\text{Transfer Readiness} = \frac{\text{number of students with 56+ transfer level units and a GPA of 2.00+*}}{\text{number of students enrolled in transfer level English and math}}$$

**including successful completion of college level English & math*

(Note that this reflects the CSU general education pattern because more students transfer to that system than to the UC system.)

The principal investigators have carefully laid a solid foundation based on sound research logic and educational principles. They have modeled various parameters and definitions, and they have compared and contrasted resulting data sets. The RP Group Board and members have carefully evaluated these models and have provided feedback. This transfer readiness measure was a major topic of debate and discussion at the 1995 RP Group Research and Planning Annual Conference.

Therefore, this model has moved the discussion significantly forward in determining a definition which is both accurate and quantifiable. Like all measures, it has some limitations; it needs further discussing, testing and refining but is certainly a well-founded basis from which to proceed. The student data necessary to determine this measure are contained in community college databases and in the State Management Information System. Using this model, individual colleges will be able to initiate more detailed research. An additional benefit is that this formula and approach can be applied to any group of students defined by the college's database to both evaluate and to pinpoint "bottlenecks" to student success and progress.

(*Richard Rasor and James Barr, American River College; Les Birdsall and Larry Boese, Diablo Valley College)

Linking the Transfer Readiness Rate and the Transfer Rate

How are these transfer rates related? Transfer readiness is a measure of community college institutional effectiveness, whereas the transfer rate is a measure of intersegmental effectiveness. Used together, these rates provide multiple measures of the transfer function. However, this will be meaningful only if they utilize a comparable cohort of students, e.g., entering freshmen.

RECOMMENDATIONS

The Research and Planning Group recommends that:

1) **The proposed Transfer Readiness Model be further discussed, refined and (pilot) tested.**

2) **All data used for the transfer readiness measure be available through the State Chancellor's Office Management Information System and be collected consistently from all colleges over time.**

3) **The selected cohort of study in the transfer readiness measure also be used as the cohort of study for the transfer rate measure.**

Therefore, the RP Group highly recommends that the Chancellor's Office proceed with adopting Transfer Readiness as the primary measure of institutional effectiveness for the transfer mission. The RP Group would appreciate feedback or questions on these recommendations and suggests that, if and when the timing is appropriate, the Chancellor's Office consider entering them into the Consultation Process for review by wider audiences.

The RP Group will be pleased to provide on-going professional research and planning assistance as this important effort continues.

For further information please contact: Dr. John Evans, Board Member Phone: (209) 474-5019
Dr. Carol McKenzie, Past President Phone: (916) 568-3027

Research and Planning Group for California Community Colleges

TRANSFER READINESS
A New Approach to Measuring the Community College Transfer Function

Transfer Rate - An Inappropriate Measure for Community College Effectiveness

It is time for a fundamental change in the way we measure and evaluate the transfer function in California community colleges.

From the time of their origin as "junior" colleges, community colleges in California and the United States have been seen–and have seen themselves–as institutions whose primary purpose is to prepare students for transfer to four-year colleges and universities to get a bachelor's degree. The education programs of community colleges have broadened greatly in recent decades, with expanded emphasis on occupational courses, preparation for reentry into the workforce, and basic skills training, but transfer remains the major objective. The California Community College Board of Governors' Annual Agenda regularly lists transfer as a top priority.

It is not surprising then that efforts to assess the effectiveness of community college transfer have focused on their transfer *rates*. This parallels the practice of using graduation rates to measure the effectiveness or productivity of four-year colleges. However, commonly computed transfer rates for community colleges have several serious problems:

- First, unlike the situation in four-year colleges, where the objective of virtually all undergraduates is to graduate with a bachelor's degree, many community college students have no intention of transferring to a four-year college. Their objective may be to acquire a certificate in one of the many fields in which community colleges offer occupational training or to brush-up on a particular skill. Other non-transfer students may be taking basic skills or English language courses to help them qualify for a job or additional education.

  Since a common practice in computing transfer rates has been to divide the number of transfers by the college's *total* enrollment (T/E), this means that the total enrollment contains many who are not planning to transfer. The result is to produce artificially low transfer rates which have been used to criticize the effectiveness and efficiency of community colleges.[1]

- Second, apart from the fact that the total enrollment (denominator) is inflated with students who are not in a transfer program, it also includes students who are still enrolled at the community college and are thus not prepared for transfer.

1See, for example, Fred Pincus and Elayne Archer, *Bridges to Opportunity*, Washington: Academy for Educational Development, 1989; and S. Brint and J.Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America*, New York: Cambridge University Press, 1989.

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Recent Refinements Do Not Address the Basic Issue

The increasing perception that T/E is an inappropriate measure of the community college transfer function has led to the development of several more sophisticated definitions and measurements, including those of the Transfer Assembly (Arthur Cohen, UCLA), the National Effective Transfer Consortium (Berman, Weiler Associates), and the work of the Intersegmental Coordinating Council.

The result of these efforts is that we now have several carefully developed but methodologically different definitions of transfer, and there is professional competition among them. The developers and supporters of each definition argue that their definition should be adopted as the generally accepted method for measuring community college transfer.

We believe the debate among these alternative definitions is likely to continue indefinitely, and we do not see an agreement or a solution emerging from it. Each of the definitions will continue to stress its own merits, and we do not see that any of the definitions is so clearly superior that a publicly convincing case can be made for selecting it over the others.

Transfer Readiness Rate - A New, Appropriate Measure

We believe that community colleges and the public will be better served by moving to a definition which rests on transfer readiness rather than on the number of actual transfers. Transfer readiness is a measure of how well community colleges are *preparing* students to transfer, which is a primary mission of the community colleges. Efforts are underway to define specifically how to measure this rate. However, the main concept is that the number of students who successfully completed specific transfer eligibility requirements is divided by the number of transfer-directed students within a given time frame. This results in a measure of the proportion of students *prepared* for transfer.

The principal reason for making this change is that the effectiveness of community colleges in *preparing* students for transfer is not properly or fairly measured by the number who actually do transfer. This is so because many students who have been successfully prepared for transfer do not do so for a number of reasons: impacted enrollments into universities or programs; financial limitations; changing goals and life priorities; and other considerations. All of these circumstances are outside the purview and control of the community college.

Instead of continuing to refine these transfer rate measures, develop still others, and debate their marginal advantages, we recommend that the Chancellor for California community colleges, the Community College League for California, the Chief Executive Officers, California Postsecondary Education Commission, and the Legislature instead focus on transfer readiness as a far better indicator of community college effectiveness in preparing students for transfer. We applaud the Chancellor for convening a task force to consider this fundamental change.

Making such a change enhances community college accountability which requires an array of measures. Transfer readiness is a far more valid indicator of community college institutional effectiveness in accomplishing the transfer mission because it focuses on the number of students the colleges have successfully prepared for transfer. Transfer preparation is the sole responsibility of community colleges and is not shared with the other segments of higher education.

The use of current transfer rates which focus on the actual number of students who transfer will continue to be useful, especially to the four-year institutions, in forecasting the number of students they can expect to apply. The transfer rate is useful as an intersegmental measure of effectiveness because it measures the progression of students from the community college segment to one of the four-year segments of higher education. But we urge that transfer readiness be adopted as the generally accepted measure of community college performance of the transfer function.

RECOMMENDATIONS

The Research and Planning Group for California Community Colleges makes the following recommendations that:

1) Transfer Readiness be adopted as the primary measure of community college institutional effectiveness related to the transfer mission.

2) One Transfer Readiness measure be adopted by the Chancellor's Office and used by all community colleges.

If consensus among the concerned parties can be reached that this major policy change should be made, important conceptual and technical issues need to be resolved in developing the actual transfer eligibility measure. An RP Group document entitled *Transfer Readiness Rate - A Prototype Model* discusses developmental work completed on a proposed measure. There are issues to be discussed and refined, but the effort is focused on the appropriate outcome–the achievement of transfer readiness.

The RP Group believes that higher education, policy makers, and taxpayers will all be better served by adopting this new way of measuring the community college transfer function, and we urge that discussion of this important change begin without delay.

For further information please contact: Dr. John Evans, Board Member Phone: (209) 474-5019
Dr. Carol McKenzie, Past President Phone: (916) 568-3027

CHANCELLOR'S OFFICE/RP GROUP
TRANSFER READINESS PILOT STUDY

FALL 1991 COHORT

COHORT	COUNT	PERCENT
A **FRESHMAN COHORT:** Students who were new in the Fall 1991 semester with no prior college experience (Cerritos or other institutions) and at least one grade (including "W") earned on record.	4,223	100.00
TRANSFER DIRECTED:		
B Of the Fall 1991 semester freshman cohort, students who enrolled in the initial transfer level English writing course (English 1) within a four year period (Fall '91 through Summer '95).	947	22.42
C Students who enrolled in the initial transfer level English writing course (cohort B) **AND ALSO** enrolled in a transfer level Math or statistics course (Math 5.1, 5.2, 5.3, 5.4, 5,5, 6.1, 6.2, 10, 12, 15, 16, 17, 21, 98.1, 98.2, or Psychology 4) within a four year period (Fall '91 through Summer '95).	354	8.38
TRANSFER ELIGIBLE:		
D Of the transfer directed population (cohort C), students who earned 56+ CSU transfer units within a four year period (Fall '91 through Summer '95).	255	6.02
E Of cohort D, students who **ALSO** had a G.P.A. of 2.00 or higher in transfer level courses within a four year period (Fall '91 through Summer '95).	250	5.91
F Of cohort E, students who **ALSO** completed the initial level English writing course (English 1) with a grade of A, B, C, or CR within a four year period (Fall '91 through Summer '95).	248	5.86
G Of cohort F, students who **ALSO** completed a transfer level Math or statistics course (Math 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 10, 12, 15, 16, 17, 21, 98.1, 98.2, or Psychology 4) with a grade of A, B, C, or CR within a four year period (Fall '91 through Summer '95).	224	5.29
FALL '91 FRESHMAN COHORT TRANSFER READINESS RATE: **Transfer Eligible (cohort G) / Transfer Directed (cohort C)**	224/354	63.28

CHANCELLOR'S OFFICE/RP GROUP
TRANSFER READINESS PILOT STUDY

FALL 1990 COHORT

COHORT		COUNT	PERCENT
A	**FRESHMAN COHORT:** Students who were new in the Fall 1990 semester with no prior college experience (Cerritos or other institutions) and at least one grade (including "W") earned on record.	4,374	100.00
	TRANSFER DIRECTED:		
B	Of the Fall 1990 semester freshman cohort, students who enrolled in the initial transfer level English writing course (English 1) within a four year period (Fall '90 through Summer '94).	1,011	23.11
C	Students who enrolled in the initial transfer level English writing course (cohort B) **AND ALSO** enrolled in a transfer level Math or statistics course (Math 5.1, 5.2, 5.3, 5.4, 5,5, 6.1, 6.2, 10, 12, 15, 16, 17, 21, 98.1, 98.2, or Psychology 4) within a four year period (Fall '90 through Summer '94).	371	8.48
	TRANSFER ELIGIBLE:		
D	Of the transfer directed population (cohort C), students who earned 56+ CSU transfer units within a four year period (Fall '90 through Summer '94).	238	5.44
E	Of cohort D, students who **ALSO** had a G.P.A. of 2.00 or higher in transfer level courses within a four year period (Fall '90 through Summer '94).	235	5.37
F	Of cohort E, students who **ALSO** completed the initial level English writing course (English 1) with a grade of A, B, C, or CR within a four year period (Fall '90 through Summer '94).	233	5.32
G	Of cohort F, students who **ALSO** completed a transfer level Math or statistics course (Math 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 10, 12, 15, 16, 17, 21, 98.1, 98.2, or Psychology 4) with a grade of A, B, C, or CR within a four year period (Fall '90 through Summer '94).	205	4.69
FALL '90 FRESHMAN COHORT TRANSFER READINESS RATE: **Transfer Eligible (cohort G) / Transfer Directed (cohort C)**		205/371	55.26

American River College
4700 College Oak Drive Sacramento, CA 95841 916/484-8011

February 8, 1996

To: RP Members
From: Dick Rasor & Jim Barr
Subject: Transfer Ready Pilot Project

Recently, a letter was sent to all Chief Student Services Officers from Thelma Scott-Skillman, Vice Chancellor of Student Services and Special Programs, at the State Chancellor's Office. The letter gave an overview of the transfer ready concept and included position papers from the RP Group. There was also an invitation to join the list of pilot colleges who are testing the model. That invite resulted in a flurry of interested parties who wanted more information on how to integrate transfer readiness at their college. With each request, Jim and I have sent the computer instructions on how to set up the model.

However, it is doubtful that MIS personnel at the State Chancellor's Office will be able to replicate the findings by May 1996 for every college who wants to get started on transfer readiness. The idea of a pilot is to keep it small during the initial phases. However, there has been so much enthusiasm about the model, who are we to deny a college who wants to get going?

Therefore, we decided to simply give every RP member the list of computer instructions so that requests will no longer have to be made of our office. For any newcomers, please keep in mind that the model is undergoing a trial run. It could change from its present form.

We have one request. When you have some results, send them to us so that we may get some idea of what is happening and by whom. Good luck!

American River College

Office of Research and Planning

Date Wednesday, December 06, 1995
To: All participants in the Transfer Ready Pilot Project
From: Richard A. Rasor, James E. Barr
Subject: Transfer Ready Pilot Project

We want to thank you for taking part in the transfer ready pilot project. We have enclosed documentation to describe the necessary steps for calculations in the model. We have also attached worksheets to simplify tracking the counts which need to be sent to us when you have completed the project. Be sure to include a separate worksheet for each cohort, fall 1990 and fall 1991.

The essence of the pilot project is evaluate two freshmen cohorts, fall 1990, and fall 1991, and allow each cohort four years (including the first semester) to complete the various steps outlined in the procedure section. The data files required are described in greater detail in the procedure section. **Presently, we are <u>not</u> going to worry about repeated courses and grades. (because of initial substandard performance). Most of you have suggested that we need to keep the model simple - at least for the present time.**

The data from the pilot colleges will be sent to Kathleen Nelson at the State Chancellor's Office (with copies also to us). Many of you have expressed an interest in being able to see your data compared to other colleges participating in the pilot project.

Jim and I will also be compiling the results of the different colleges and will distribute them to those participating in the project. The MIS Office will attempt to replicate your findings to internally validate the process. Thus, they will need the course name , course number and course suffix (if appropriate) along with the course title for your English transfer level writing course, and all transfer level math courses which will satisfy the GE requirement at CSU.

<u>The Chancellor's Office will be sending out a course list that is specific for each participating college to help you with this task</u>. Note: Your course names and numbers may have changed during the four years, so all variations must be included.

Presently, the pilot colleges and individuals involved are:

	Person	College		Phone	Fax
1.	Mr. Dan Martinez	San Bernardino Valley College	909	888-6511	381-4604
2.	Dr. Carolyn Arnold	Chabot College	510	786-6965	782-9315
3.	Dr. John Evans	San Joaquin Delta College	209	474-5019	474-5600
4.	Dr. James Lucas	De Anza College	408	864-8939	864-8329
5.	Dr. Robert Barr	Palomar College	619	744-1150	744-8123
6.	Ms. Joan Thomas-Spiegel	Los Angeles Harbor College	310	522-8353	834-1882
7.	Dr. John Sewart	College of San Mateo	415	574-6196	574-6680
8.	Mr. Jorge Sanchez	Coast Community College District	714	432-5006	432-5909
9.	Ms. Julie Slark	Rancho Santiago College	714	564-6460	564-6379
10.	Mr. Brad Brazil	Cosumnes River College	916	688-7385	688-7375
11.	Ms. Julie Brootkowski	Sacramento City College	916	441-2334	441-4135
12.	Jim Barr/Dick Rasor	American River College	916	484-8846	484-8519

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Procedures for Transfer Ready Model

The following documentation will describe the procedures necessary to calculate the values for the transfer ready model. First, we will describe the data files needed for each freshmen cohort, fall 1990 and fall 1991. Then the steps for each procedure in the model will be described. If there are any questions regarding the model, please feel free to call Jim Barr (916, 484-8846) or Dick Rasor (916, 484-8166) at American River College.

Data Files Needed For Model

This pilot study will require that you examine the transfer ready status for freshmen students who first enrolled in fall 90 and for fall 91 where each group is given a period of four years to complete the steps in the model.

Freshmen cohort fields

- At a minimum, you will need the social security or appropriate student ID field that matches with an ID field in your transcript records. You will need to select first-time freshmen with no prior college units from your local college nor transfer-in units from another college. We recommend that you create a separate file for each cohort (fall 1990 and fall 1991).

- If you want to analyze more than one college in your district, be sure to use units earned only from each college for each analysis. During the pilot testing, do not use any units from a sister college.

- Later, if you are ambitious and have the time, you may want to include other demographics such as ethnicity, gender, age groups, load, etc., with the freshmen cohort file. Remember, at each step of the model you can break it out further to examine how groups differ. However, this pilot study is not requiring this level of analysis and we prefer you not submit the detailed version to the State Chancellor's Office at this time.

Transcript fields necessary for the model:

- Course fields, i.e., to determine transfer level English writing (e.g., English 1A and ESL equivalent) and all transfer level math courses (including any statistics course if appropriate).

- Units for all courses to determine total transfer units, and course designations as to whether transfer level (e.g., ARC's transfer level courses carry numbers 1-49 only).

- Units attempted and grade points for calculation of GPA.

- Grades to determine whether successful in transfer level English writing and any transfer level math (A,B,C or CR).

- Include the following grades in the transcript file: A,B,C,CR,D,F,NC,W. Do not include incompletes, in-progress or junk notations like "report delayed."

The following table describes the semesters of transcript records you will need for each freshmen cohort to create a record file of four years.

Year	FALL 1990 FRESHMEN COHORT TRANSCRIPT RECORDS	FALL 1991 FRESHMEN COHORT TRANSCRIPT RECORDS
Year 1	Fall 1990 Spring 1991 Summer 1991	Fall 1991 Spring 1992 Summer 1992
Year 2	Fall 1991 Spring 1992 Summer 1992	Fall 1992 Spring 1993 Summer 1993
Year 3	Fall 1992 Spring 1993 Summer 1993	Fall 1993 Spring 1994 Summer 1994
Year 4	Fall 1993 Spring 1994 Summer 1994	Fall 1994 Spring 1995 Summer 1995

It is our recommendation that you place all the necessary transcript records in one file for each cohort, because the model will require that you look at this file through all the steps (i.e., a transcript file for the Fall 1990 cohort and one for the Fall 1991 cohort). Regardless of your approach, if you are combining individual semesters of transcript data, be sure not to include duplicates if a total student history is included in each semester's data. You will need to include all the necessary fields to query on the steps in the model as previously listed above.

Steps For Processing The Transfer Ready Model

Denominator

Freshmen Cohort

We highly recommend that you validate your freshmen cohort by making sure that each individual has officially enrolled in at least one course at first census and shows some grade of record (even a "W") during the first semester. (We discovered that our district office may include individuals who submitted an application but never were registered at first-census and subsequently never received any grade of record).

Count For Freshmen Cohort for specified year, (cohort A)

Be sure to use an unduplicated count for all steps in the model (A-G)

Transfer Directed Cohort

We have attempted many different approaches to defining this transfer directed group, and found that more traditional approaches such as the student's indication on their application as "transfer", or requiring that a student complete so many units their first academic year, produced smaller starting counts. All these other approaches had no significant effect on the transfer ready percentage, but did have an impact on the total number of students that were included in the model. **Therefore, use all starting freshmen without prior units who where officially enrolled at first census.**

Count for "Enrolled In Transfer English Writing" (cohort B)

Query freshmen cohort against appropriate transcript file to see if they were officially enrolled in a transfer level English writing course (including ESL equivalent) at any time during the four-year time period. Save this group to a new file (cohort B).

Count for "And Enrolled In Transfer Math" (cohort C)

Of cohort B who enrolled in the transfer level English, determine how many also enrolled in any transfer level math or statistics course at any time during the four-year period. Save this query to a new file (cohort C).

For the math query, you must do your homework because you will discover that there are many different courses that could qualify for transfer to the CSU system. (We had 12 math and two statistics courses that were appropriate at American River College any one of which would qualify for meeting the CSU transfer math course requirement). Also, be sure to check whether course names have been changed during the four-year period as you must also include them in your query. Our recommendation is to check with several counselors, the college catalog, and a CSU articluation agreement sheet to get a good read on the status of the math courses. Remember, if a math course can be counted toward meeting a GE requirement for CSU, include it.

Numerator

Transfer Ready Cohort

Count for " 56+ Transfer Level Units" (cohort D)

Of cohort C who enrolled in the transfer level English writing course, and a transfer level math course, determine how many had 56 or more transfer level units. Save this output to a new file (cohort D).

Count for "And GPA 2.00+ (transfer courses)" (cohort E)

Of cohort D who had 56 or more transfer level units, determine how many had a GPA of 2.00 or higher in those transfer level courses (grades in non-transfer courses do not count). Save this output to a new file (cohort E).

Here you will have to calculate GPA for those in the cohort. Since you included all grades in your transcript file including CR, NC, and W's (drop after first census), you must only use those records with an A-F grade in this procedure.

GPA = Total grade-points divided by total units attempted for each student in Cohort D.

Count for "And Successful Completion Of Transfer English Writing Course"(cohort F)

Of cohort E who had a GPA of 2.00 or higher in transfer courses, determine how many completed transfer level English writing with a grade of A,B,C or CR.
Save this output to a new file (cohort F).

Note: **This requirement can be satisfied at any time in the four year period, and it is irrelevant how many times a student took the course. Any one transfer level English writing course or equivalent (e.g., ESL) successfully completed will satisfy this requirement.**

Count for "And Successful Completion Of Transfer Math Course" (cohort G)

Of cohort F who completed the transfer level English writing course, determine how many also completed transfer level math (& statistics) with a grade of A,B,C or CR. Save this output to a new file (cohort G).

Note: **This requirement can be satisfied at any time in the four year period, and it is irrelevant how many times a student took the course. Any one transfer level math course successfully completed will satisfy this requirement.**

Note: Be sure that counts reported for Steps A-G are unduplicated counts.

Transfer Ready Rate = G divided by C

The final calculation is the count for Step G divided by the count in Step C times 100 to determine the transfer ready rate.

How To Report Findings

Included are two worksheets, one for Fall 1990 counts, one for Fall 1991 counts. An example worksheet filled out from data at American River College is included to be used as an example. We will need you to fill out both these sheets. Submit your materials to:

Kathleen Nelson
Chancellor's Office of the California Community Colleges
1107 Ninth Street
Sacramento, CA 95814-3607

Phone: (916) 322-5617
Fax (916) 327-8232

The deadline for submission is April 1, 1996

Also submit a copy of your sheets to:

Dick Rasor/Jim Barr
Research Office
American River College
4700 College Oak Drive
Sacramento CA, 95841

Fax: (916) 484-8674
Phone: (916) 484-8166 (Rasor)
Phone (916) 484-8846 (Barr)

TRANSFER READY WORKSHEET

FRESHMEN COHORT SEMESTER: FALL 1990

COLLEGE:
PERSON REPORTING:
POSITION:
PHONE:

Cohort		Calculation	Count	Percent
A	**FRESHMEN COHORT**	*Count Cohort A*		100.00
	TRANSFER DIRECTED			
B	Enrolled in transfer English Writing course	*Count cohort B* *Percentage = B/A*		
C	and Enrolled in transfer Math course	*Count cohort C* *Percentage = C/A*		
	TRANSFER READY			
D	56+ transfer units	*Count cohort D* *Percentage = D/A*		
E	and GPA 2.00+ (transfer courses)	*Count cohort E* *Percentage = E/A*		
F	and successful completion of transfer English writing course	*Count cohort F* *Percentage = F/A*		
G	and successful completion of transfer math course	*Count cohort G* *Percentage = G/A*		
	TRANSFER READY RATE	*Count cohort G & C* Percentage = G/C	/	

TRANSFER READY WORKSHEET

FRESHMEN COHORT SEMESTER: FALL 1991

COLLEGE:
PERSON REPORTING:
POSITION:
PHONE:

Cohort		Calculation	Count	Percent
A	**FRESHMEN COHORT**	*Count Cohort A*		100.00
	TRANSFER DIRECTED			
B	Enrolled in transfer English Writing course	*Count cohort B* *Percentage = B/A*		
C	and Enrolled in transfer Math course	*Count cohort C* *Percentage = C/A*		
	TRANSFER READY			
D	56+ transfer units	*Count cohort D* *Percentage = D/A*		
E	and GPA 2.00+ (transfer courses)	*Count cohort E* *Percentage = E/A*		
F	and successful completion of transfer English writing course	*Count cohort F* *Percentage = F/A*		
G	and successful completion of transfer math course	*Count cohort G* *Percentage = G/A*		
	TRANSFER READY RATE	*Count cohort G & C* Percentage = G/C	/	